

Laurens Middle
1035 West Main Street
Laurens, SC 29360

Grades	6-8 Middle School	
Enrollment	444 Students	
Principal	Rhett Harris	864-984-2400
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Charlie Short	(864) 681-3664

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	29	11	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Average	No
2004	Good	Average	No
2005	Average	Unsatisfactory	No

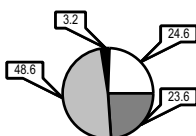
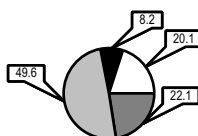
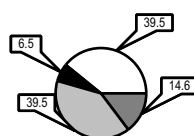
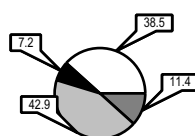
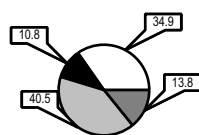
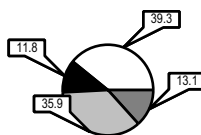
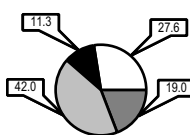
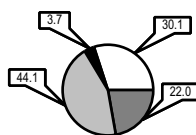
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	427	100.0	24.6	48.6	23.6	3.2	39.7	Yes	Yes
Gender									
Male	200	100.0	29.0	51.1	18.3	1.6	36.6		
Female	227	100.0	20.7	46.5	28.1	4.6	42.4		
Racial/Ethnic Group									
White	229	100.0	11.4	51.1	31.5	5.9	55.7	Yes	Yes
African American	180	100.0	40.4	45.2	14.5	0.0	21.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	38.9	50.0	11.1	0.0	16.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	376	100.0	20.2	50.3	26.0	3.6	43.6		
Disabled	51	100.0	63.4	34.1	2.4	0.0	4.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	427	100.0	24.6	48.6	23.6	3.2	39.7		
English Proficiency									
Limited English Proficient	16	100.0	43.8	50.0	6.3	0.0	12.5	I/S	I/S
Non-Limited English Proficient	411	100.0	23.8	48.6	24.3	3.4	40.8		
Socio-Economic Status									
Subsidized meals	236	100.0	38.6	47.9	13.0	0.5	22.3	No	Yes
Full-pay meals	191	100.0	8.5	49.5	35.6	6.4	59.6		

Mathematics – State Performance Objective = 36.7%									
All Students	427	100.0	20.1	49.6	22.1	8.2	44.9	Yes	Yes
Gender									
Male	200	100.0	22.6	42.5	26.3	8.6	46.2		
Female	227	100.0	18.0	55.8	18.4	7.8	43.8		
Racial/Ethnic Group									
White	229	100.0	11.4	48.4	28.8	11.4	56.2	Yes	Yes
African American	180	100.0	31.9	50.0	14.5	3.6	30.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	16.7	61.1	11.1	11.1	38.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	376	100.0	16.0	50.6	24.3	9.1	48.3		
Disabled	51	100.0	56.1	41.5	2.4	0.0	14.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	427	100.0	20.1	49.6	22.1	8.2	44.9		
English Proficiency									
Limited English Proficient	16	100.0	18.8	68.8	6.3	6.3	31.3	I/S	I/S
Non-Limited English Proficient	411	100.0	20.2	48.8	22.7	8.3	45.5		
Socio-Economic Status									
Subsidized meals	236	100.0	30.2	50.2	14.0	5.6	32.1	No	Yes
Full-pay meals	191	100.0	8.5	48.9	31.4	11.2	59.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	427	100.0	39.5	39.5	14.6	6.5	21.1
Gender							
Male	200	100.0	36.0	38.7	18.8	6.5	25.3
Female	227	100.0	42.4	40.1	11.1	6.5	17.5
Racial/Ethnic Group							
White	229	100.0	25.6	44.7	19.6	10.0	29.7
African American	180	100.0	57.8	31.9	9.0	1.2	10.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	18	100.0	38.9	44.4	5.6	11.1	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	376	100.0	35.6	40.9	16.3	7.2	23.5
Disabled	51	100.0	73.2	26.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	427	100.0	39.5	39.5	14.6	6.5	21.1
English Proficiency							
Limited English Proficient	16	100.0	43.8	50.0	6.3	0.0	6.3
Non-Limited English Proficient	411	100.0	39.3	39.0	15.0	6.7	21.7
Socio-Economic Status							
Subsidized meals	236	100.0	55.3	34.0	7.0	3.7	10.7
Full-pay meals	191	100.0	21.3	45.7	23.4	9.6	33.0

Social Studies							
All Students	427	100.0	38.5	42.9	11.4	7.2	18.6
Gender							
Male	200	100.0	35.5	42.5	13.4	8.6	22.0
Female	227	100.0	41.0	43.3	9.7	6.0	15.7
Racial/Ethnic Group							
White	229	100.0	27.9	48.4	13.2	10.5	23.7
African American	180	100.0	52.4	36.7	9.0	1.8	10.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	18	100.0	38.9	33.3	11.1	16.7	27.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	376	100.0	34.3	45.9	11.9	8.0	19.9
Disabled	51	100.0	75.6	17.1	7.3	0.0	7.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	427	100.0	38.5	42.9	11.4	7.2	18.6
English Proficiency							
Limited English Proficient	16	100.0	43.8	37.5	12.5	6.3	18.8
Non-Limited English Proficient	411	100.0	38.2	43.2	11.4	7.2	18.6
Socio-Economic Status							
Subsidized meals	236	100.0	52.1	35.8	7.4	4.7	12.1
Full-pay meals	191	100.0	22.9	51.1	16.0	10.1	26.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	130	100.0	37.0	33.9	25.2	3.9	29.1
	7	151	100.0	20.4	56.5	21.8	1.4	23.1
	8	110	100.0	28.8	44.2	18.3	8.7	26.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	27.6	40.0	26.9	5.5	32.4
	7	129	100.0	31.4	42.4	23.7	2.5	26.3
	8	145	100.0	15.7	62.9	20.0	1.4	21.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	130	100.0	15.7	40.9	28.3	15.0	43.3
	7	151	100.0	14.3	56.5	20.4	8.8	29.3
	8	110	100.0	22.1	42.3	23.1	12.5	35.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	11.0	50.3	26.2	12.4	38.6
	7	129	100.0	30.5	39.8	22.9	6.8	29.7
	8	145	100.0	20.7	57.1	17.1	5.0	22.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	42.8	35.2	14.5	7.6	22.1
	7	129	100.0	39.0	37.3	13.6	10.2	23.7
	8	145	100.0	36.4	45.7	15.7	2.1	17.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	40.0	39.3	9.7	11.0	20.7
	7	129	100.0	44.9	30.5	17.8	6.8	24.6
	8	145	100.0	31.4	57.1	7.9	3.6	11.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 444)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	18.7%	15.5%
Retention rate	3.5%	Down from 9.3%	3.0%	3.0%
Attendance rate	95.9%	Up from 95.0%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Down from 6.4%	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 4.1%	4.2%	4.6%
Eligible for gifted and talented	13.8%	Up from 12.7%	18.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Down from 12.7%	13.7%	13.6%
Older than usual for grade	8.3%	Down from 8.5%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.2%	0.7%	0.8%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	33.3%	Down from 34.6%	50.1%	51.8%
Continuing contract teachers	74.1%	Down from 96.2%	80.2%	78.1%
Highly qualified teachers	100.0%	No change	91.3%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	4.1%	6.0%
Teachers returning from previous year	76.0%	No change	87.3%	85.4%
Teacher attendance rate	95.8%	Up from 95.2%	95.2%	94.9%
Average teacher salary	\$37,978	Down 1.4%	\$41,566	\$41,328
Prof. development days/teacher	10.9 days	Down from 12.8 days	11.4 days	11.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.3	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 20.0 to 1	22.0 to 1	21.3 to 1
Prime instructional time	91.2%	Up from 88.9%	89.5%	89.3%
Dollars spent per pupil*	\$5,230	Up 3.0%	\$5,907	\$6,022
Percent of expenditures for teacher salaries*	58.5%	Down from 60.1%	61.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 94.5%	95.9%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Laurens Middle School continued to move forward in 2004/2005 in our quest for excellence. LMS laid the foundation for growth by completing the strategic planning process. This plan serves as the blueprint for a period of growth for our school. LMS teachers used Measures of Academic Progress (MAP) to target individual weaknesses in student learning and tailor lessons to address them. MAP figured heavily in the construction of lessons for West Main Academy, a daily period of remediation and enrichment apart from core curriculum classes. Staff development targeted providing teachers with the strategies necessary to move students forward academically. Innovative programs continued to flourish at LMS. Our hallways were decorated with a muralist's paintings of historic Laurens through a state grant addressing the problem of student suspensions and expulsions. Students' suspension days were reduced through service on the project in which students completed much of the painting, then reflected on their experiences and learning. Our Montessori program grew to include 8th grade and enjoyed a trip to the Presidential Inauguration in January. LMS students raised thousands of dollars in the spirit of community service and contributed to many charities and causes. Our partnership with Michelin Proving Grounds grew to include an after-school science program that sparked student interest in that subject. Finally, Ms. Susan Putnam was named District Teacher of the Year for her excellence in the classroom.

Rhett Harris, Ed.D.

Principal

Pam Neighbors

School Improvement Council, Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	105	74
Percent satisfied with learning environment	59.1%	76.2%	80.8%
Percent satisfied with social and physical environment	81.8%	74.0%	77.5%
Percent satisfied with school-home relations	40.9%	92.0%	60.8%

*Only students at the highest middle school grade level at this school and their parents were included.